

Student wellbeing, good discipline and effective learning policy procedures - student edition



2022

*Developing safe, responsible and respectful learners in a
stimulating and inclusive environment*

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Introduction

At Mudgee High School, we take pride in our learning support and student wellbeing strategies designed to benefit all students in our care. All staff work to achieve a safe, respectful and responsible learning environment. Learning support and student wellbeing are integral parts of the educational processes used throughout the school.

In 2012, the school moved to embrace Positive Behaviours for Learning as a framework to provide structure and consistency across the school.

The guiding action statements that drive what we do are:

- Be Safe
- Be Respectful
- Be Responsible.

This Student Wellbeing Procedures document (which replaces the previous Wellbeing Policy) outlines a whole school approach to student learning and wellbeing issues built upon a philosophy and statement of common beliefs that has been developed via broad-based collaboration. Upon this foundation rests four fundamental components:

- An outline of student recognition procedures.
- A set of guidelines for dealing with discipline issues.
- Procedures for dealing with various student behaviour issues.
- Procedures for dealing with unsatisfactory participation in learning.

This policy provides clear guidelines for the whole school community regarding the integration of student learning and wellbeing, ensuring greater consistency and fairness across the school.

Learning and wellbeing philosophy

Learning and wellbeing are concerned with providing a safe, respectful and responsible educational environment in which all members of the school community can achieve their potential.

We believe all members of the school community have the right to:

- be safe
- be respectful
- be responsible.

All members of our school community have a responsibility to uphold these rights.

Roles and responsibilities of staff

Effective student wellbeing begins in the classroom and every staff member has a responsibility in this area. As such, all members of the school community have a role to play in establishing and maintaining a Safe, Respectful and Responsible learning environment. To achieve this, all staff need to:

- Have an awareness of how to carry out their specific roles as effectively and efficiently as possible.
- Follow the procedures set down in this policy consistently and universally.

Teaching staff

Because of their direct and regular contact with students in the classroom and playground, teaching staff have the most critical role to play in wellbeing practices. It is widely recognised that student wellbeing is interwoven with the teaching and learning process and, as such, the role of teaching staff in developing and maintaining effective wellbeing practices is fundamental.

Teaching staff should:

- Provide quality learning experiences.
- Reinforce the school's behavioural expectations; Safe, Respectful and Responsible.
- Reward appropriately students for their Safe, Respectful and Responsible behaviours.
- Foster a positive relationship in the classroom and in the playground.
- Apply the level system from orange to gold with consistency and fairness.
- Make referrals to the Learning and Support Team as appropriate.
- Ensure that programs and assessments reflect modifications and adjustments to meet the needs of all students in accordance with their ability level.

Head teachers

In all but the most severe cases, the first and most critical line of support for the classroom teacher is their Head Teacher. In addition to providing valuable leadership for their staff, head teachers play a pivotal role in the provision of guidance and support for teaching staff regarding all aspects of student wellbeing. In conjunction with the responsibilities outlined above and in head teacher role statements, the role of the head teacher includes:

- Professional learning for the implementation of the Student Wellbeing Procedures document.
- Promotion of the strategies outlined in the policy.

- Support to allow teachers to create positive learning environments.
- Monitor programs and assessments to ensure that they reflect modifications and adjustments for all students.

Head Teacher Wellbeing

The Head Teacher Wellbeing has specific duties related to student wellbeing programs including:

- Co-ordination of the Learning Support Team and its various day to day functions.
- Co-ordination of the operation of the Student Wellbeing Procedures document within the school.
- Co-ordination of the Year 6 to Year 7 transition process.
- Promoting the beliefs and practices of the Student Wellbeing Procedures document.
- Co-ordinating professional development in the student wellbeing area.
- Liaising with staff, students and parents regarding student wellbeing issues.
- Providing guidance for students as required including through development of individual learning plans and risk assessments where appropriate.
- Consulting with senior executive on the allocation of resources including for high needs students and RAM funding.
- Making applications to receive additional funding to support students with needs.
- Completing access requests and liaise with network support staff and the student placement panel.

Deputy principals

In conjunction with the roles of the Deputy Principal, specific student wellbeing duties include:

- Responding to appropriate referrals from head teachers in accordance with the guidelines in the Student Wellbeing Procedures document.
- Co-ordinating the implementation of the senior and junior learning agreement.
- Providing support for students at risk in collaboration with staff and families.
- Developing risk assessments and risk management plans.
- Providing professional learning to support the initiatives of the Student Wellbeing Procedures document.

Principal

The role of the Principal is outlined in broad terms via the DoE policy statement 'Leading and Managing the School'. The following duties form a part of these responsibilities:

- Provision of leadership and direction for the ongoing development of the Student Wellbeing Procedures document.
- Overseeing the workings of the Learning Support Team and making decisions based on its recommendations.
- Provision of staff support and opportunities for professional development.
- Encouragement and promotion of a supportive culture within the school.
- Liaising with faculties, parents and the community regarding policies and programs.
- Approving requests for additional support including access requests, risk assessments and staff resources.

Year advisers

Year advisers provide an essential line of communication between students and the teaching staff and as such, their role within the area of student wellbeing is significant. This includes:

- Providing a culture of open communication between themselves and their year.
- Being available to support students at all stages of the colour level system.
- Supporting staff and students in the implementation of the Student Wellbeing Procedures document.
- Providing a line of communication between students, staff and parents.
- Developing Individual Learning Plans and consulting with the head teacher wellbeing on students at risk.

School counsellor

- Provide counselling to any students experiencing problems at school or at home.
- Liaise between students, parents, staff, community and outside agencies where appropriate to assist students.
- Assess learning difficulties.
- Implement and support wellbeing based programs within the school.
- Liaise between high school and partner primary schools on the transition of students from Year 6 to 7 and identification of students with special needs in co-ordination with the head teacher wellbeing.

- Complete access requests for identified students and support the development of individual learning plans and risk management plans.

Curriculum administrators

- Co-ordinate RoSA and Higher School Certificate student entries.
- Provide guidance and support for students regarding curriculum matters.
- Advise students about the course selection process.
- Guide students through the vertical integration process and senior curriculum.
- Be available to parents for advice on curriculum matters.

Administrative staff

- Direct students experiencing difficulties to the appropriate school personnel.
- Support communication via printing and distribution of all wellbeing related documentation, including:
 - meeting minutes
 - attendance sheets
 - Sentral data printouts
 - letters to parents.
- Provide various administrative support services for Learning and Support Team staff such as:
 - Collect and receive messages.
 - Manage databases and prepare lists for presentations etc.
 - Prepare certificates etc. for presentation ceremonies.
 - Filing of student records.
- Manage student attendance systems and records and provide support for staff monitoring student attendance.

Table 1 Matrix for positive behaviour

	Safe	Respectful	Responsible
All settings	<ul style="list-style-type: none"> Follow staff instructions Maintain personal space Stay in bounds Report issues of concern 	<ul style="list-style-type: none"> Arrive at class on time Show regard for others' personal space and property Use appropriate language 	<ul style="list-style-type: none"> Be accountable for your own learning Take care of your own and school property Be accountable for your behaviour Be prompt
Canteen	<ul style="list-style-type: none"> Follow staff instructions Wait behind the yellow line Queue at appropriate window Leave the area once purchases have been made 	<ul style="list-style-type: none"> Show politeness to staff and students working Use manners – “please” and “thank you” 	<ul style="list-style-type: none"> Make and pay for your own purchases Use garbage bins to dispose of waste
Hallways and stairs	<ul style="list-style-type: none"> Follow staff instructions Walk on the left side Take care with your school bags Wait against wall near your classroom 	<ul style="list-style-type: none"> Show consideration for staff and students as you move between classes 	<ul style="list-style-type: none"> Move quickly and quietly between lessons Allow room for others to pass where necessary
Toilets	<ul style="list-style-type: none"> Wash hands Dispose of waste properly 	<ul style="list-style-type: none"> Follow staff instructions Show consideration for others' privacy Leave the toilet area promptly 	<ul style="list-style-type: none"> Show consideration for others' personal space and property Report damage and issues to staff During class times, carry a permission slip from the teacher

	Safe	Respectful	Responsible
Playground	<ul style="list-style-type: none"> Follow staff instructions Stay in bounds Report issues of concern 	<ul style="list-style-type: none"> Maintain appropriate personal space Place rubbish in the bins 	<ul style="list-style-type: none"> Care for your equipment and that of others Use active and passive areas appropriately
Front Office	<ul style="list-style-type: none"> Follow staff instructions Enter the area only when necessary Move safely and quietly 	<ul style="list-style-type: none"> Use manners – “please” and “thank you” 	<ul style="list-style-type: none"> Always carry your ID card Only attend office during breaks or when requested by staff
BYODs	<ul style="list-style-type: none"> Phones should be switched off and in a Yondr pouch Ask a teacher if parents need to be contacted urgently 	<ul style="list-style-type: none"> Follow staff instructions re electronic mobile device policy 	<ul style="list-style-type: none"> Care for your own technology Place personal electronic devices in a Yondr pouch Use laptop computers only in the areas where their use is permitted.
Bus lines	<ul style="list-style-type: none"> Follow staff instructions Remain behind the fence before your bus arrives Enter and exit bus with care 	<ul style="list-style-type: none"> Queue in an orderly manner when entering and exiting the bus 	<ul style="list-style-type: none"> Care for your equipment and that of others Have bus pass or money available
Assembly	<ul style="list-style-type: none"> Follow staff instructions Enter and exit by the correct door Sit where directed 	<ul style="list-style-type: none"> Listen attentively Acknowledge achievements appropriately 	<ul style="list-style-type: none"> Move swiftly to assembly Leave bags where directed

General code of behaviour

To ensure a responsible, safe and respectful environment in the school, it is essential that students, teachers and parents value and uphold accepted standards of behaviour in an environment of mutual respect. Whilst students must appreciate the needs of other students and staff, they also have the right to expect courtesy, fairness and respect from others.

Within the classroom

- Be punctual and prepared for all lessons.
- Keep rooms clean and tidy.
- Treat furniture and equipment with care.
- Adhere to the expected standards of behaviour set by the classroom teacher.
- Respect the rights of other students within the classroom.
- Complete all set work at an acceptable standard.

In the playground

- Act in a manner that ensures the safety of all members of the school community.
- Adhere to the requests of all staff.
- Respect the rights of other students within the playground.
- Remain within the designated boundaries of the playground.
- Be responsible for keeping the school grounds tidy.

On excursions/sporting activities/out-of-school events

- Adhere to the standards of dress determined by the excursion organiser.
- Act in a manner that maintains the good reputation of the school.
- Adhere to the requests of all staff.
- Respect the rights of the other students and the public.

In general

- Attend school punctually and regularly, be polite, caring and co-operative to staff and fellow students and practice peaceful resolution of conflict.
- Contribute to the provision of a caring, safe environment for fellow students, staff and parents.

- Complete all set work, homework, and assessments to an acceptable standard.
- Adhere to the set standard of dress determined by the school community.
- Adhere to an acceptable standard of behaviour at and when travelling to and from school.
- Keep the school tidy and clean and care for all furniture, equipment and facilities.
- Be a worthy member of the school community and do your utmost to promote the school's good image.

Student management and merit system

The colour levels from highest to lowest are:

- Gold
- Silver
- Bronze
- Green
- Yellow Level 1
- Grey Level 2
- Blue Level 3
- Pink Level 4
- Orange Level 5

Movement between colour levels above green will be determined by the review panel based on set criteria. Students on these levels will be entered in a draw on assembly. The successful student will have access to a reward determined by their colour level.

Recognition certificate

These certificates may be given for:

- excellence in subject areas
- consistent effort
- outstanding results
- outstanding behaviour
- leadership
- volunteer work
- extra curricula activities

- challenging themselves.

Certificates are not to be given for:

- expected behaviour
- birthdays
- bribery
- one off good behaviour.

The house points system

Mudgee High School is proud of the achievements, participation and efforts of its students. Emphasis is placed on acknowledging students' accomplishments as well as encouraging improvement and sustained application.

A house points system is used to acknowledge individual achievement and to provide support for students experiencing difficulty complying with the School Wellbeing Policy. The house points system is based on a student's adherence to the school values of *Safe, Respectful and Responsible* behaviour.

The house points review panel, consisting of members of the Learning and Support team, monitor the progress in accordance with the policy.

Each week, a student not on a behaviour Level 3 or 4 will be drawn randomly at assembly. The successful student will then have access to the appropriate reward menu.

Any movement to another colour level above green will be published in the following ways:

- PBL wall
- Year Adviser's noticeboard.

Students can accrue house points through adherence to school uniform, consistent attendance, engagement in class and appropriate behaviour. When the necessary amount of house points are attained by a student, they will progress through the recognition system from Bronze to Silver and then Gold.

Behaviour expectations

Students behave in a safe, respectful and responsible manner in all areas of the school.

Each fortnight, data on negative incidents will be collected. Students who have no negative incidents recorded in Sentral will earn 20 behaviour and application house points.

Attendance expectations

All attendance, including late arrivals, **must** be explained by contacting the school (student portal, phone, e-mail or written note).

Attendance house points are awarded each term.

Table 2 Attendance house points

Percent attendance	House points
100	120
95 to 99	100
85 to 94	80
75 to 84	60

Students who are unsure of absences can check dates with their roll call teacher or Year Advisor.

Uniform expectations

Students wear the correct school uniform each day. When not in uniform a note **must** be written by the parent/caregiver explaining the reason why their child is not in uniform. This explanation must be approved by the school principal.

Students who have no unjustified uniform incidents recorded in Sentral will accrue 10 points per fortnight.

Completion of work

Students will be prepared for learning and strive for personal best in all classrooms.

Students who have been issued a N determination warning letter will forfeit their behaviour and application house points for that fortnight.

Recognition certificates

These certificates are presented by members of staff to recognise individual student achievement which goes beyond the expectations that we have for all students. Recognition Certificates also contribute to the student's progression towards Gold and earn 15 house points.

Certificates are given at teachers' discretion.

They may be given for:

- excellence in subject area
- improved results
- effort
- outstanding results
- outstanding behaviour
- leadership
- volunteer work
- extra- curricular activities
- challenging themselves
- consistent effort.

Other forms of student acknowledgement

SRR (e-tickit)

In addition to our Colour Level System, students may be acknowledged both in the classroom and in the playground for their Safe, Respectful and Responsible behaviour. Students displaying these behaviours may be given a SRR ticket. These tickets are used as a reinforcement to help with the teaching of these expected behaviours. Individual teachers and /or faculties will organise their own acknowledgment system based on these tickets. They are worth 1 house point.

Weekly P&C Awards

Each week, a student identified as a positive school citizen is chosen by their Year Adviser for a P&C Award. The award earns 15 house points and a \$5 canteen voucher.

Principal's Platinum Medal

Regardless of academic stature or progress through the colour level merit system, students may apply for the Principal's Platinum Medal at the end of each year. The Principal's Platinum Medal recognises the achievements of students across a broad range of school activities, not only those students who obtain high academic, sporting or cultural excellence. Students are required to apply in writing and to attend an interview. Successful students will be presented with the medal at the final presentation of the year.

Subject awards for Effort and Achievement

Student achievement is also recognised via the presentation of subject awards at various presentation ceremonies during the year. Either individual teachers and/or faculty policy determine the criterion for the awarding of Effort and Achievement Certificates for

individual subjects. Effort awards are worth 35 house points. Achievement awards are worth 40 house points.

Award ceremonies

Various award ceremonies are scheduled throughout the school year to provide a forum for the recognition of student achievement.

Student recognition presentations occur at:

- Year Assemblies each semester.
- Year 12 Final Presentation Assembly.
- Whole School Presentation Assembly.

Special awards earn 50 house points.

Guidelines for dealing with issues that impact effective teaching and learning

Level 1: Yellow - classroom teacher

Behaviour that affects the teaching and learning of others may lead to this placement. These types of behaviours can include, but are not limited to:

- inappropriate talking
- inattention
- not working
- being out of one's seat
- calling out or not following teacher instructions.

Placement on this level will typically occur when requests that a type of behaviour will cease are not followed or where these types of low level behaviours continue, despite warnings.

Level 2: Grey - Head Teacher/Faculty

Behaviour that interferes with effective teaching and learning and which has not been modified as a result of Level 1 placement may necessitate referral to the faculty Head Teacher (HT). The HT will determine whether the behaviour demonstrated requires a Level 2 placement. More serious issues related to behaviour such as, but not limited to:

- Inappropriate language (low level).

- Harassment of others or a failure to complete work.

A Level 2 placement may occur despite a previously clean record.

Level 3: Blue - Deputy Principal

Behaviour that persists despite a Level 1 or Level 2 placement and that interferes with effective teaching and learning, sometimes across a range of subjects, may be met with a Level 3 placement. This placement will be determined by a Deputy Principal. The types of behaviours that can lead to a Level 3 placement can include, but are not limited to:

- Verbal or physical aggression of others.
- Destruction of property.
- Unsafe behaviour or truancy off school grounds.

A Level 3 placement may occur despite a previously clean record.

Level 4: Pink - Deputy Principal/Principal

Continuing or persistent behaviour that seriously interferes with the effective teaching and learning of others, especially that which interferes with the safety of others or which demonstrates a lack of respect for others or a lack of responsibility, may result in suspension. A suspended student, following a successful return from suspension interview, will be placed on Level 4. The types of behaviours that can lead to a suspension include but are not limited to:

- The possession of a prohibited substance or item.
- The verbal and/or physical abuse of others, or criminal behaviour related to the school.

A suspension may occur despite a previously clean record.

Level 5: Orange - Principal

Persistent behaviours that seriously interfere with the effective teaching and learning of others, the safety of others or which are criminal in nature, and which had not been modified because of a Level 4 placement, may be met with a warning of expulsion preceded by suspension, or expulsion.

This is the most serious outcome of persistent, disturbing behaviours and means exclusion from Mudgee High School.

Students on Level 3 and 4 programs have a range of privileges removed for the duration of their Level 3/4 program. That is, students on Levels 3 and 4 will not be

allowed to participate in non-compulsory, extra-curricular excursions (including sporting excursions) and school socials.

Junior Learning Agreement

As a junior student at one of the largest public schools west of the Great Dividing Range, you are in a position to access many opportunities unavailable to students in smaller schools. The fact that Mudgee High can offer more than seventy elective courses every semester sets it apart from virtually every other school in the west. Your teachers, parents and the whole community will invest much time, effort and money into your education over the coming four years. The focus will always be on your learning and development in a safe, respectful and responsible atmosphere.

Your teachers, parents and the wider community have always had the highest expectations of students who attend Mudgee High. The expectation is that you will bring a maturity that allows you to do your best in all that you do and allow others the same opportunity.

The ways in which you study, behave, dress and speak must always be appropriate if you are to meet that expectation.

Just as the reports you earn demonstrate the person you are, the attitudes, values and skills you develop as a student at Mudgee High will play significant roles in determining the type of person you become. Some of you may consider leaving school in Year 10 or at the end of Year 10. You need to realise that the majority of employers nowadays request school reports for the previous two years before consideration can be given to offering a position. Your positive approach to all that you do at school will be recorded in your report comments and will almost certainly play a major role in your employment prospects.

This school has a great deal to offer you as you prepare for the future. The success with which you meet is dependent on you working with your teachers and other students in a safe, respectful and responsible manner. It is a partnership, a shared responsibility. You have a right to expect a great deal from your school. At the same time there are certain obligations that you have to the school. These rights and responsibilities are inseparable. You can expect to enjoy the opportunities the school provides so long as you are prepared to contribute.

Opportunities available at Mudgee High

Curriculum and teaching

- Offers a wide range of subjects to cater for student interests and abilities.
- Provides a safe and supportive learning environment that is productive and focused on learning.

- Provides assistance to develop a range of skills and abilities that will prove valuable for life.
- Issues school reports providing constructive feedback on student performance.
- Staffs classes with highly skilled teachers, committed to the development of every class member.

Extra-curricular

- Organises a range of excursions to supplement and enhance learning.
- Provides opportunities for social and cultural interaction.
- Provides opportunities to develop public speaking and leadership skills.
- Arranges for guest speakers and lecturers to visit classes.
- Puts in place measures that allow all students to meet NSW Education Standards Authority (NESA) requirements.
- Organises an extended curriculum and so make available a range of pursuits in addition to normal classwork. These can include: SRC, sporting teams and carnivals, debating, performance and cultural opportunities including MAD concerts.
- Provides students the opportunity to serve their community in a positive manner.

Support

- Appoints a Year Adviser who will oversee the progress of the whole year group and work closely with individual students to provide advice and guidance.
- Provides a high-quality library research facility.
- Arranges a Work Experience program for students in Year 10.
- Ensures that expert counselling support and advice is readily available.
- Provides individual email facilities for every student, a school network and a range of software to support student learning.
- Outlines clearly the school's expectations and provide support to those students who are finding it difficult to meet those expectations.
- Promotes a positive partnership between the school and parents to ensure students are supported.
- Ensures that teaching, office and other support staff are committed to operational effectiveness to provide the best service possible.

Safe, respectful and responsible junior students

- Are punctual to all classes, including roll call.
- Come prepared for every class.
- Participate effectively in all school activities such as sporting carnivals and assemblies.

- Always wear full school uniform.
- Give learning their highest priority.
- Regularly check their DoE emails. Important information is often sent to students via their DoE email accounts.
- Treat staff, other students and the teaching and learning process with the greatest respect.
- Attend class and explain all absences with a signed note from their carers.
- Maintain acceptable standards of dress and behaviour both at school and when representing the school on excursions and sporting visits.
- Read and comply with the requirements of the Junior Assessment Policy.
- Make active use of all the supporting networks available at school to achieve their best.

Senior Learning Agreement

As a senior student you are about to enter the most challenging, exciting, arduous, and we hope rewarding, two years of your education. Not only you, but your parents and the whole community will be investing a great deal of time, effort and money in your education over the coming two years. The focus of these senior years must be student engagement, attainment and personal growth.

It is important to keep in mind that after Year 10 you have entered the phase of post compulsory education. Various options are available. You are seeking to enrol in Years 11 and 12 by choice. The school has a choice as to whether or not your enrolment continues. If school is not the most appropriate choice, then the other options include alternate training or employment or a combination of the two.

You will find that teachers, your parents and the community generally will have higher expectations of you and that you will experience greater independence. You are a young adult and so should have the maturity to set the highest standards for yourself.

Senior school also brings greater responsibility. You are now a student leader in the school. Many younger students, consciously or unconsciously, follow your example. This places a serious responsibility on you to behave, study, dress and speak in ways that will provide positive role models for others to follow.

It goes without saying, that these senior years are very important to your future. Obviously, your final results will directly influence your entry to further training and your career. Also, the attitudes and values you develop, the reports and references you collect and the skills you gain will help determine the type of person you become.

This school has a great deal to offer as you prepare for the future. However, you and the school must work in partnership if both are to benefit and grow. The key to success is the

acceptance of this shared responsibility. You have a right to expect a great deal from your school. At the same time, there are certain obligations that you have to the school. These rights and responsibilities go hand in hand. There cannot be one without the other. You can expect to enjoy the benefits and facilities of this school provided you are prepared to contribute as well.

The purpose of this document is threefold:

- To remind you of the range of benefits to be gained as a senior student at Mudgee High and to formally point out some of the obligations or responsibilities that you have to the school.
- To ask you to make a commitment to yourself, your parents and your school that you will strive to develop your potential, meet your obligations to the school and so gain the best education possible.
- To demonstrate to you that the school is serious about requiring you to meet your obligations. We are prepared to take prompt action to ensure that every classroom is a productive one and that teachers and students can focus on their essential tasks of teaching and learning.

We ask you to read these few pages very carefully and think about the implications of what is written here. You will need to complete the agreement page and return it before your enrolment in the senior school can be confirmed.

Responsibilities of Mudgee High to senior students

Curriculum and teaching

- Provide a safe and supportive learning environment where all classrooms are productive and the entire lesson is focused on learning.
- Assist students to develop a wide range of skills and abilities which will not only allow them to maximise their HSC result, but which will prove valuable for the rest of their lives.
- Offer a wide range of subjects to cater for student interests and abilities.
- Issue school reports providing constructive feedback on student performance.
- Schedule classes before and after school if necessary to allow students the widest possible subject selection.
- Staff classrooms with skilful teachers committed to the development of every member of the class.

Extra-curricular

- Organise a range of excursions to supplement work taught in classrooms.

- Provide opportunities for social and cultural interaction with others.
- Provide opportunities to develop public speaking and leadership skills.
- Arrange for guest speakers and lecturers to visit classes.
- Assist students to meet all NSW Education Standards Authority (NESA) requirements for the HSC and ensure that they are correctly entered for all exams.
- Conduct an assessment program so that the assessment mark that appears on the HSC accurately reflects student's ability and application.
- Organise an extended curriculum and so make available a range of pursuits in addition to normal classwork. These may include – sporting teams and carnivals, SRC, debating, mock Trial, performance and cultural opportunities.
- Give students the opportunity to serve their community in a positive manner.

Support

- Provide a high-quality library research facility.
- Arrange a Work Experience and Work Placement program.
- Make available advice on future career pathways including information from tertiary institutions. Assist with open days, university visits, applications and early entry schemes.
- Ensure that expert counselling support and advice is readily available.
- Appoint a Year Adviser who will oversee the progress of the whole year group and work closely with individual students to provide advice and guidance.
- Conduct a mentoring program to maximise each student's results in Year 12.
- Provide email facilities, a school network and a range of software to support student learning.
- Outline clearly the school's expectations and provide support to those students who are finding it difficult to meet those expectations.
- Promote a positive partnership between the school and parents to ensure students are supported.
- Ensure that teaching, office and other support staff are committed to operational effectiveness to provide the best service to you, our clients.

Responsibilities of senior students to Mudgee High

- Recognise your important role as a leader of the student body and be a positive role model in all aspects of school life.
- Be punctual to all classes and roll call.

- Participate in all school activities such as sporting carnivals and assemblies.
- Always wear full school uniform.
- Take a much greater degree of control over your own learning and in doing so give your education a high personal priority.
- Demonstrate acceptable behaviour in the classroom. Treat teachers, your fellow students and the learning process with the utmost respect.
- Ensure that you are present for every assessment task by making other activities a lower priority.
- Aim to attend and be in class every day. High standards of attendance are also essential whilst at TAFE and Work Placement.
- Accept that you are enrolled here by choice. Other options are available. Persistent breaches of school rules will require you to exercise the alternative choices available to you. This particularly relates to – attendance (as a guide, absence of more than 5 whole days or five lessons from one subject in a term would be a cause for significant concern), participation in class, keeping up to date with work, respectful behaviour to staff and other students and actively supporting the rights of teachers to teach and students to learn.
- Maintain acceptable standards of dress and behaviour whilst representing the school on excursions and sporting visits.
- Read and comply with the requirements of the Senior Assessment Policy.
- Make positive and productive use of study periods by being in the designated study areas and focused on schoolwork.
- Make active use of all the support networks available to you in the school.

Processes for senior students whose progress is of concern

These procedures are designed to meet our obligations to all students by ensuring that we provide a safe and positive learning environment where students and their teachers can give all their attention to the essential tasks of teaching and learning.

The procedures are focused on promoting student engagement and achievement. They are based on the concept of shared responsibility.

The procedures should be read in conjunction with the Senior Learning Agreement signed by all students and their parents.

The Senior Learning Agreement sets out the expectations that a senior student can have of Mudjee High School. It also clearly sets out the expectations that the school has of its senior students.

The school will take all steps necessary to ensure those expectations are met and will provide a range of support to our senior students to assist them to meet their obligations.

The essential obligations placed on all senior students are to:

- Maintain an acceptable attendance rate.
- Be punctual to class and ensure they have all necessary materials and equipment for each lesson.
- Complete homework and assessment tasks by the due date.
- Complete classwork to an acceptable standard (work with diligence and sustained effort).
- Treat teachers, students, school facilities and the educational process with respect.
- Comply with all school rules and model good behaviour for younger students in the school.
- Wear complete school uniform.

Failure to meet these expectations will be regarded as disobedience.

The process below outlines how such disobedience will be treated should it continue and become persistent.

Table 3 Senior disciplinary and support procedures

Stage	Disciplinary procedures	Support procedures (choose appropriate combination)
1: Initial failure to meet expectations and obligations	Teacher identified cause for concern Use of a combination of the following as appropriate - teacher warning, Sentral entry, N Determination (begin checklist) or other Sentral letter, phone call to parent, mention to HT, Level 1	Level 1 (agreed target behaviours) Discussion with student Offer of extra assistance with work
2: Repeated failure to meet expectations and obligations	Involvement of HT and phone contact with parent Use of a combination of the following as appropriate: N Determination warning (checklist), Level 2, use of Sentral to determine extent of the problem	Year Adviser to offer support, discussion with HT, student and parent, Level 2 target behaviours, offer of extra assistance with the work at a faculty level, offer of input from Careers Adviser, Referral to Learning Support Team, use of a specific teacher mentor, online assistance via email
3: Continued failure to meet expectations and obligations	Student interviewed by DP (Stage 3 Formal Warning in writing), all aspects of behaviour/attendance/work rate discussed, explicit warning of suspension, parent interview mandatory, options explored, consequences explained	Year Adviser and Careers Adviser involved Enrolment in Wednesday afternoon tutorial group offered if the issue is failure to complete work Involvement of outside agencies as

Stage	Disciplinary procedures	Support procedures (choose appropriate combination)
	should the pattern of behaviour be deemed as persistent	appropriate (e.g. Youth Connections, Barnyards, Central West Community College, TAFE, Community Mentor, Community Health)
4: Persistent failure to meet expectations and obligations	Student interviewed by Deputy (Stage 4 Formal Warning in writing), all aspects of behaviour/attendance/work rate discussed, suspension may be imposed, parents interviewed, options explored. Clear explanation given that the student may be excluded should they not take dramatic steps to rectify the situation	Year Adviser, Careers Adviser, School Counsellor as well as outside agencies involved if deemed appropriate Enrolment in Wednesday afternoon tutorial group made compulsory if the issue is failure to complete work
5: Insufficient improvement shown	Principal and Deputy review the case, parents interviewed and student placed on long suspension with written advice that the school is considering exclusion Student and parents given 1 week to justify continued enrolment. Principal considers all information and makes a decision regarding expulsion	Year Adviser and Careers Adviser, School Counsellor and outside agencies involved if deemed appropriate

Anti-bullying procedures

Mudgee High School does not tolerate bullying in any form. All members of the educational community are committed to ensuring a safe respectful and responsible environment that promotes personal growth and positive self-esteem for all.

Definition of bullying

Bullying is repeated behaviour by one person towards another which is meant to hurt, injure, embarrass, upset or discomfort. It may include:

- Put-downs or insults.
- Name calling.
- Damage to a person's property.
- Deliberate exclusion from activities.
- Deliberately embarrassing someone.
- Physical threats.

- Any form of cyber harassment.
- Physical harm – pushing, shoving, hitting, etc.

Duties

It is the responsibility of the members of the school community to abstain personally from bullying others in any way, to actively discourage bullying when it occurs, and to give support to those who are involved. All individuals in the educational community, including students, teachers, other workers and parents, have the right to be free of bullying and if it occurs, to be provided with help and support. This process will be implemented in conjunction with the initiatives of the Anti-Bullying team.

In addition to the Roles and Responsibilities set out earlier in this document, members of the school community have the following duties:

Students

- Refrain from any form of bullying.
- Report any incidences of bullying.
- Provide support for each other.
- Support the Anti-Bullying Policy.

Parents

- Support all students in reporting incidents.
- Effectively communicate issues regarding bullying to the school.
- Support the school's policy in the resolution of incidences.

Staff

- Refrain from any form of bullying.
- Ensure that an anti-bullying message is reflected in all learning environments.
- Support students and staff in the reporting and resolution of incidents.
- Report any incidences of bullying.
- Effectively communicate with others as appropriate.
- Be aware of procedures and strategies outlined in policy.

Nominated teacher

- Communicate with the Head Teacher Student Wellbeing (HTSW) regarding the interview process.
- Interview the students involved in the incident in accordance with the policy.

Procedures for reporting a bullying incident

Parent reporting

Parents, who feel that their child may be a victim of bullying, should contact the school. The HTSW, Year Adviser or any staff member are willing to receive information so that the school gets early advice of the incident and can respond in the appropriate manner. Currently, the school procedures for dealing with these incidents will be discussed with the parent. It is essential that the school and the family work together to resolve this matter, and to provide the support needed by the child.

Staff reporting

All incidences of bullying witnessed by staff or reported by students to staff will be investigated. In most cases the student will complete the Anti-Bullying Report with the assistance of a staff member.

Student reporting

All reports made by students to staff should be investigated. Students are encouraged to report any incident that they either observe or are involved in. The following is advised:

- In the classroom - to the classroom teacher or the head teacher of that faculty.
- In the playground - to the teacher on duty, or the head teacher in the playground.
- To and from school - to the year adviser, parent, bus driver or a senior student.
- At sport - to the supervising teacher.
- By completing an Anti-bullying report and handing it to the HTSW.

In most cases, students will be required to complete an Anti-bullying report, which is available from any staff member. Students will be given assistance to complete the form when necessary. Anti-bullying reports can also be completed by those who observe incidents that are of concern to them. For example, student witnesses, members of staff, or parents. Completed forms should be handed to the nominated teacher.

Personal mobile device procedures

The use of personal mobile devices in the classroom and the playground is a privilege and is subject to restrictions and consequences for misuse. The care and security of personal mobile devices is the obligation of the student and the school accepts no responsibility for damage and/or loss of any mobile device. Students need to use personal mobile devices appropriately and develop a learned understanding of when and how to be courteous and responsible users. Students must adhere to the Code of Conduct regarding the use of

their mobile devices at school. The code of conduct is established to ensure fair and responsible use is always practised and the rights of all students and staff in the school are maintained without conflict.

Note: Personal mobile devices include mobile phones, MP3 players such as iPods, tablets including iPads and mobile computers including laptops.

Junior Code of Conduct

Students must only use their personal mobile devices in a safe, responsible and respectful manner.

- Personal mobile devices may only be used in the classroom for educational activities and with the permission of the teacher. Student mobile devices should be turned off or placed on silent before entering a classroom or assembly and when moving between lessons.
- Personal mobile devices must not be used during an emergency evacuation or lockdown without permission of a teacher.
- Personal mobile devices may not be used to record sound or images without a teacher's permission at any time while at school or on school activities. Written permission must be obtained from each person photographed or recorded and in the case of students under 18 years, from their parents.
- Junior students may use personal mobile devices in the playground during breaks, for purposes other than making phone calls or recording images or sound. Their use must always be safe, responsible and respectful. Headphones must be used so as not to disturb others. Students may ask at a staff room or office for permission to make urgent phone calls.
- Students need to demonstrate respect for staff when spoken to in any face to face communication, which includes the removal of headphones from the ear and pausing music or a game during the conversation.
- Personal mobile devices are not permitted into exams or formal assessment tasks, unless it is a requirement of the task. Students found with a personal mobile device during an exam, where it is not a requirement of the task, may have marks deducted or their paper cancelled.
- Students are responsible for the security of any personal mobile device which they elect to bring to school. This responsibility extends to any cost incurred by downloads and any damage incurred while using the device at school.
- The use of mobile devices outside this Code of Conduct may lead to disciplinary action and/or confiscation of the device. Where the safety of others is at risk mobile devices will be confiscated. Student devices may be returned at the end of the day on the first occasion but must be picked up by a parent on subsequent occasions.

Senior Code of Conduct

Students must only use their personal mobile devices in a safe, responsible and respectful manner.

- Personal mobile devices may be used in the classroom only for educational activities and with the permission of the teacher. Student mobile devices should be turned off or placed on silent before entering a classroom and moving between lessons.
- Student mobile devices must not be used during an emergency evacuation or lockdown without permission of a teacher.
- Personal mobile devices may be used in the senior playground during breaks. Personal mobile devices may not be used to record sound or images without a teacher's permission at any time while at school or on school activities. Their use must always be safe, responsible and respectful. Headphones must be used so as not to disturb others.
- Students need to demonstrate respect for staff when spoken to in any face to face communication, which includes the removal of headphones from the ear.
- Personal mobile devices must not be used during exams or formal assessment tasks, unless it is a requirement of the task. Students found with a personal mobile device during an exam, where it is not a requirement of the task, may have marks deducted or their paper cancelled.
- Personal mobile devices may be used during senior study periods in the undercroft or library, provided their use is in accordance with this code and is respectful of other students and members of staff and does not interfere with their study.
- Students must seek approval from a staff member before recording, videoing or photographing at school. Written permission must be obtained from each person photographed or recorded and in the case of students under 18 years, from their parents.
- Students are responsible for the security of any personal mobile device which they elect to bring to school. This responsibility extends to any cost incurred by downloads and any damage incurred while using the device at school.
- The use of mobile devices outside this Code of Conduct may lead to disciplinary action and/or confiscation of the device. Where the safety of others is at risk mobile devices will be confiscated. Student devices may be returned at the end of the day on the first occasion but must be picked up by a parent on subsequent occasions.

Procedures relating to the use of prescribed and illicit drugs

Students with prescribed medications

Students who are required take medications (prescribed or over the counter) during school hours need to complete the appropriate documentation which is available through the school office. This documentation needs to be completed and signed by both the parents and a doctor. The medication will be distributed by trained school staff. Students with ongoing medical conditions will have a Health Care Plan (HCP) prepared by the school. Medication documentation will be attached to the students HCP.

Prohibited substances at school

The following substances are prohibited at school and at all school related activities:

- tobacco and cigarettes
- alcohol
- illegal drugs
- any material which is being represented as an illegal substance.

The DoE has clear rules as to the action to be taken if these guidelines are breached. Any student who brings illegal drugs, or material representing them, to school will be suspended. Students who are found to be distributing any drugs or medications at school will also be suspended.

School uniform

After extensive consultation with the Mudgee High School Council, the P&C Association, students and staff, it has been established that the Mudgee High School community believes that school uniform is a necessary feature of our school for the following reasons:

Safety of students

Intruders into the school grounds can be easily identified if all students wear the required school uniform. Given the recent experiences here and overseas this is vital. On excursions students in uniform are easily identifiable and more effectively and safely supervised.

Learning social responsibility

Students need to learn that sometimes the wellbeing of the whole society over-rides the individual beliefs of some of its members e.g. road rules.

To promote a positive image to our community

Which will in turn benefit our students e.g. offers of support for work experience placement, sponsorship, employment.

Training for the workplace

Where uniform and acceptable dress are commonplace.

To prevent competition

Unnecessary anxiety and competition between students. Uniform is a low-cost clothing option.

The Mudgee High School community has therefore determined that this school is a uniform school. Students are required to wear full school uniform every day. Students are required to bring a note of explanation from their parents or carers if out of uniform and give to their roll call teacher who will issue them with a uniform pass.

Rewards for compliance with the uniform code

Students who regularly wear our school uniform will be considered for movement up the coloured level system. They will also be entitled to:

- Represent the school in sporting teams.
- Participate in extra-curricular school excursions.
- Attend school socials.
- Apply for a Principal's Gold Medal.
- Be considered for nomination as school or house captain.
- Be elected to the SRC.

Assistance available

- The **Student Assistance Scheme** will provide aid for families experiencing financial difficulties purchasing a uniform. Confidential applications are made via the Principal.
- There is also a lost property clothing pool at school. Students may obtain items of uniform from this source.

PDHPE and sport uniform

Students are to wear sports uniform for all practical PE lessons. If this is not possible, students should wear clothes similar to the sports uniform and appropriate for a practical lesson and bring an explanatory note from home.

School uniform code

Boys

- Grey shorts with the school badge or grey trousers **(track pants or ruggers are not permitted)**.
- A white polo shirt with embroidered badge or business style shirt. Winter option – white skivvy with MHS (blue or red) on collar.
- Navy blue MHS school jumper or navy blue sloppy joe (no hoods).
- Navy weatherproof jacket with the school badge.
- Hats are recommended for protection from the sun and “bucket” hats with the school crest are the most preferable.
- Black or white shoes which must be enclosed and comply with Work Health and Safety rules which require that the upper toe section of the shoe be leather.
- Sport Uniform: All students to wear red polo shirt, navy blue shorts or navy track pants with MHS embroidery.

Senior Option: Polo shirt may have blue/red stripes on collar. A deep red jumper with embroidered badge for seniors or navy blue sloppy joe (no hoods).

Girls

- Navy skirt or navy dress shorts with the school badge or navy dress pants **(track pants or ruggers are not permitted)**.
- A white polo shirt with embroidered badge or business style shirt.
- Navy blue MHS school jumper or navy blue sloppy joe with the school badge (no hoods).
- Navy weatherproof jacket with the school badge.
- Hats are recommended for protection from the sun and “bucket” hats with the school crest are the most preferable.
- Black or white shoes must be enclosed and comply with Work Health and Safety rules which require that the upper toe section of the shoe be leather.
- Sport Uniform: all students to wear red polo shirt. Navy blue shorts or navy track pants with MHS embroidery.

Senior Option: Polo shirt may have blue/red stripes on collar. A navy jumper or deep red jumper with embroidered badge for seniors or navy blue sloppy joe with the school badge (no hoods).

No commercial logos, stripes or other decorations are permitted.

Please make sure all articles of clothing are marked with student's name.

Learning Centre (LC)

The learning centre is a facility provided to support the individual learning needs of a diverse range of students. It should be an environment in which students feel comfortable and valued and which provides a learning environment which can be flexible according to need.

The Learning Centre is located in room E04.

Access to the Learning Centre for students

Permanent timetable

Some students with a high level of need may have regular timetabled access to the LC. This may occur for part or all of one subject or for several subjects. If this is to occur, the program will need to be co-ordinated through the Learning Support Team (LST) after consultation with all staff, the family, and the staff working in the LC. An Individual Learning Plan will need to be written and signed by parents before such a program can be put in place. These placements will be regularly reviewed by the Learning and Support teachers (LAST) or LST. The writing of school reports will remain the responsibility of the base class teacher, even if the students do not attend any of the classes. The teacher will need to be providing and monitoring the work completed and communicating with the LAST or Student Learning and Support Officer (SLSO) as to the level of application. See later sections for discussion of supervision and responsibilities.

Incidental placements

In extreme circumstances, some students may be placed in the LC from other classes without the placement being permanent and without going through the procedure outlined above. In these circumstances, placement will need to go through a member of the senior executive or the Head Teacher Student Wellbeing (HTSW), who will negotiate with LC staff to assess the level of staffing available as well as the current demand on the LC. Under no circumstances can a student be sent directly from a class to the LC without going through these procedures.

Code of behaviour/supervision

Registration

All students entering the LC will be required to sign in on the sheets provided. These registration forms will be monitored by the LC as a part of the review of the use and effectiveness of the facility.

Behaviour management

As access to this facility forms part of a student's regular program of learning, the same expectations will be in place regarding their behaviour. Many of these students do have a range of special needs and, as a result, there can be flexibility in the way in which the curriculum is delivered and the methods used to access outcomes. However, it should be clear that expectation of and consequences for, behaviour of students in the LC will follow the same guidelines as in any other learning space within the school. Follow up of discipline issues should be done by the teacher/head teacher of the appropriate subject. It would contribute to the effectiveness of the LC and other mainstream classes if any teaching staff who become aware of issues arising in the LC take the time to follow them up. The HTSW will also frequent the LC as much as possible. If the SLSO needs to remove a student from the LC or if they require assistance with a student, they should seek that assistance of any staff available close by. This is a whole school program and therefore needs whole school support.

The role of the SLSO in the Learning Centre

School Learning Support Officers who are working on a withdrawal basis with targeted students will usually be doing that work in the LC. While in the LC, the SLSOs will assist students as much as possible but their role is clearly one of support, not one of discipline. If required, they may also use the LC to complete their own preparation work for other classes they are supporting. Other programs will also operate in the LC. These include tutorial, EAL/D, QuickSmart Numeracy and Literacy, LAST, time out, assessment catch-up, and mentoring.

Provision of work for students attending the Learning Centre

For students who are timetabled into the LC for a particular subject, it is the responsibility of the teacher of their home class to provide the work which the student will complete during those lessons. This may take a similar form to the work being completed by the class or it may be a differentiated program suitable to each individual student. Any student

who is incidentally placed in the LC through the senior executive/HTSW will also need to be provided with work by the classroom teacher. This work will need to be very structured and self-directed.

Life Skills

Life Skills is a curriculum option for students in Year 7 to 12 with special education needs. Life Skills is for those students who cannot access the regular outcomes and content with adjustments and/or disability provisions and is predominantly for those students with a learning disability. Life Skills may provide a more relevant, accessible and meaningful option for some students with special education needs.

At Mudgee High, carers of all students identified as benefiting from studying Life Skills outcomes will be contacted and asked to sign an agreement. Students studying life skills outcomes will have their work and assessments modified accordingly by their classroom teachers. Students in Years 11 and 12 will receive a HSC but will not be eligible for an ATAR.

School socials

School socials are conducted out of school hours and are considered a privilege for students. They are normally organised by the Student Representative Council (SRC) in conjunction with the Senior Executive. One social is scheduled per term and these are conducted in the school gymnasium. Socials are supervised by teaching staff and the conduct of such events is dependent upon there being sufficient staff available to provide an appropriate level of supervision.

It is essential that school socials are conducted in a manner that not only ensures student safety, but also enable all students to enjoy their time at the social. To make certain that all socials are conducted in a safe manner, several specific rules have been developed over recent years. They are as follows:

- Only MHS students can attend socials unless special arrangements are in place. For example, the Invitation Debates Social.
- Students will be required to buy a ticket for the social on set days. Tickets will not be sold at the door and entry to the social will not be permitted unless prior arrangements have been made with the Senior Executive.
- Students purchase a ticket using their student ID card during recess, 10-minute break or lunch and must present their ID card to gain entry into the social.
- Students should avoid bringing bags and/or valuables to the social. If bags are brought to the social, they will be stored in a locked room for the duration of the social.

- Students on the Uniform List, Levels 3 or 4, or any form of suspension are ineligible to attend.
- Students will be expected to arrive at the school and enter the social by the time specified. Students will be required to remain for the duration of the social.
- Students who are unable to arrive before the starting time will need to make prior arrangements with the Senior Executive, or arrive in the company of their parent/guardian to explain the situation to staff at the school entry adjacent to the gymnasium.
- Students wishing to leave the social early must arrange to have their parents pick them up from staff at the school. Parents will be required to consult staff at the school entry adjacent to the gymnasium upon their arrival.
- A social is a school function and all school rules apply regarding the behaviour of students. Students who behave in an inappropriate manner before or during the social will have their parent/guardian contacted and may be subsequently sent home and subject to further disciplinary action.

Lift Policy

The lift is for the use of any members of the school community, and guests to the school who have a physical disability, either permanent or temporary, which precludes them from using the stairs. On occasions when a heavy load is to be transported to the top floor, the lift may be used for this purpose. Priority however, should always be given to students or staff with a recognised disability.

Operation of the lift is via a key. Keys are located in the following places:

- front office
- General Assistant.

All keys need to be signed for and returned at the end of the day. Lift keys are not to be taken home.

Students who use the lift should be accompanied by one other person, who would preferably be a member of staff. On occasions this may be an “approved” student.

In the event of a breakdown, occupants of the lift have access to an emergency phone switch which connects to a service who will contact the front office. Occupants of the lift should remind the service to contact the school office. A manual opening device is kept in the front office.

In the event of an emergency evacuation the lift should not be used.

Appendices

Appendix 1 Application for Principal's Gold Medal

Regardless of your academic stature or progress through the merit system, you are eligible to apply for The Principal's Gold Medal.

The Principal's Gold Medal recognises the achievements of students across a broad range of school activities, not only those students who obtain high academic, sporting or cultural excellence.

You are required to apply in writing and to attend an interview.

To receive this award, you will need to show:

- Involvement in a significant and positive manner across a broad range of school activities.
- Commitment to your studies that indicates that you have achieved your best possible results.
- Regular attendance, safe, respectful and responsible behaviour and performance.
- That you have made a positive contribution to the school.

To assist you in preparation of your application, you can use the following table, Checklist for Gold Medal Application, to make notes as you demonstrate that you are working towards achieving that criteria. In the weeks leading up to the due date, use the information you have collected in the checklist, as well as any other supporting evidence you may wish to submit to the panel, to complete the Application for a Principal's Gold Medal form by the due date. You should not submit the checklist to the panel. It is provided only to assist in the preparation of your application.

Take time to prepare your final application as effort and presentation are important in any application process.

Checklist for Principal's Gold Medal Application

Use this checklist to record involvement as you complete it. When/if you decide to apply to the Principal's Gold Medal you will have a summary which will assist you to demonstrate that you meet the criteria on the application form.

Involvement in a significant and positive manner across a broad range of school activities

(This may include academic competitions, debating, sport, community programs, and student government e.g. SRC/senior leaders group, school band).

Activity/Involvement	When	Impact on myself	Impact on the school community

Make a note here of any attachments to include in your application to assist you to demonstrate that you have met these criteria:

Commitments to your studies that indicate you have achieved your best possible results

(This may include academic/achievement awards e.g. P&C/School Council awards, merit awards, statements of support from teachers, copy of half yearly report).

Activity/Involvement	When	Impact on myself	Impact on the school community

Make a note here of any attachments to include in your application to assist you to demonstrate that you have met these criteria:

Regular attendance, safe, respectful and responsible behaviour and performance

(Show how you have addressed these)

Activity/Involvement	When	Impact on myself	Impact on the school community

Make a note here of any attachments to include in your application to assist you to demonstrate that you have met these criteria:

That you have made a positive contribution to the school

(In what ways have you made a positive contribution to MHS?)

Activity/Involvement	When	Impact on myself	Impact on the school community

Make a note here of any attachments to include in your application to assist you to demonstrate that you have met these criteria:

Application

To apply for a Principal's Gold Medal, students are required to describe, in no more than two A4 pages, how they have met the criteria outlined above. Students may also provide no more than two references from staff to support their application. Applications should be handed in at the front office by the advertised date.

Appendix 2 Yellow Level 1 progress sheet

Yellow Level 1 progress sheet



Student name: _____

Year: _____

Commencement date: _____

Subject/module: _____

Agreed target behaviours: Be safe, be respectful, be responsible

- 1.
- 2.
- 3.

Date	Period	Progress toward agreed target behaviour			General comment
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	

A = achieving W = working towards U = unsatisfactory

Recommendation: (please tick)

1. Exit Yellow Level parental return to Green Level
2. Interview
3. Continue monitoring
4. Referral to Head Teacher

☐
☐
☐
☐

Signatures:

Student: _____

Teacher: _____

Parent: _____

Continuation of Yellow Level

Date: _____

Date	Period	Progress toward agreed target behaviour			General comment
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	

A = achieving W = working towards U = unsatisfactory

Recommendation: (please tick)

1. Exit Yellow Level parental return to Green Level
2. Interview
3. Continue monitoring
4. Referral to Head Teacher

☐
☐
☐
☐

Signatures:

Student: _____

Teacher: _____

Parent: _____

Instructions:

- Following an interview with the student (outside class time), target behaviours will be agreed upon, and noted on this sheet, during the first meeting.
- A Sentral entry (which includes target behaviours), and a letter home should be completed.
- Progress will be monitored and recorded on this sheet, which will be carried by the teacher.
- The student will meet with the teacher during the week to discuss progress.
- In discussion with the student, a recommendation will be made. Please change the status on the Sentral entry to complete when they have exited yellow level.
- This sheet should be signed by the student, teacher and parent upon completion and returned to teacher
- A follow-up phone call home to parent/guardian should be made if the sheet is not signed and returned to school.

Appendix 3 Grey Level 2 monitoring sheet

Grey Level 2 monitoring sheet



Student name: _____

Year: _____

Commencement date: _____

Subject/module: _____

Agreed target behaviours: Be safe, be respectful, be responsible

- 1.
- 2.
- 3.

Date	Period	Progress toward agreed target behaviour			General comment
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	

A = achieving W = working towards U = unsatisfactory

Recommendation: (please tick)

4. Exit Grey Level
5. Parental interview
6. Continue monitoring
7. Referral to a Deputy Principal

☐
☐
☐
☐

Signatures:

Student: _____

Teacher: _____

Parent: _____

Continuation of Grey Level

Date: _____

Date	Period	Progress toward agreed target behaviour			General comment
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	
		1. A W U	2. A W U	3. A W U	

A = achieving W = working towards U = unsatisfactory

Recommendation: (please tick)

1. Exit Grey Level
2. Parental interview
3. Continue monitoring
4. Referral to a Deputy Principal

☐
☐
☐
☐

Signatures:

Student: _____

Teacher: _____

Parent: _____

Instructions:

- Following an interview with the student (outside class time), target behaviours will be agreed upon, and noted on this sheet, during the first meeting.
- A Sentral entry (which includes target behaviours), and a letter home should be completed.
- Progress will be monitored and recorded on this sheet, which will be carried by the teacher.
- The student will meet with the teacher during the week to discuss progress.
- In discussion with the student, a recommendation will be made. Please change the status on the Sentral entry to complete when they have exited yellow level.
- This sheet should be signed by the student, teacher and parent upon completion and returned to teacher
- A follow-up phone call home to parent/guardian should be made if the sheet is not signed and returned to school.

Appendix 4 Blue Level 3 monitoring

Responsibilities whilst on Level 3 monitoring

- Carry this Level 3 Monitoring Sheet for 10 days.
- Provide this Level 3 Monitoring Sheet to each teacher at the beginning of each lesson and collecting it at the end.
- Attend lunch monitoring in D02 each day – lining up outside the room.
- Report to lunch monitoring on time.
- Achieve in all target areas consistently.
- Keep this Level 3 Monitoring Sheet in good condition.
- Not lose or misplace this Level 3 Monitoring Sheet.

Whilst on Level 3 you will be excluded from:

- Representing the school in any activity including sporting teams.
- Attending any school organised activity such as Socials.

Level 3 monitoring may be extended if you:

- Do not consistently meet the target areas and U's have been recorded on your Level 3 Monitoring Sheet.
- Lose this Level 3 Monitoring Sheet.
- Fail to report to lunch monitoring each day.

Repeated failure to meet Level 3 requirements may lead to suspension.

How do I get off this level?

- Consistently receive A's in all target areas during 10 days on this Level 3 Monitoring.
- Meet all the responsibilities of Level 3 Monitoring Process as outlined above.
- Consistently behave in a safe, respectful and responsible manner.

Level 3 monitoring



This program is designed to help you and your teachers work together to improve your behaviour.

Student: _____

Year/Class: _____

Start date of Level placement: _____

Start date of monitoring sheet: _____

Target areas for improvement:

A: I will co-operate with my teachers and fellow students

B: _____

C: _____

Student progress towards meeting expectations

U: Unsatisfactory - inconsistent or non-compliance with target area

W: Working towards - improvement in compliance with target area

A: Achieved - consistently demonstrated compliance with target area

Week A / B	Day 1				Day 2				Day 3				Day 4				Day 5			
	A	B	C	Signature and comment	A	B	C	Signature and comment	A	B	C	Signature and comment	A	B	C	Signature and comment	A	B	C	Signature and comment
Roll call																				
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
Deputy Principal	Date:				Date:				Date:				Date:				Date:			
Parent Signature																				

Appendix 5 Pink Level 4 monitoring

Responsibilities whilst on Level 3 monitoring

- Carry this Level 4 Monitoring Sheet for 10 days.
- Provide this Level 4 Monitoring Sheet to each teacher at the beginning of each lesson and collecting it at the end.
- Attend lunch monitoring in D02 each day – lining up outside the room.
- Report to lunch monitoring on time.
- Achieve in all target areas consistently.
- Keep this Level 4 Monitoring Sheet in good condition.
- Not lose or misplace this Level 3 Monitoring Sheet.

Whilst on Level 3 you will be excluded from:

- Representing the school in any activity including sporting teams.
- Attending any school organised activity such as Socials.

Level 3 monitoring may be extended if you:

- Do not consistently meet the target areas and U's have been recorded on your Level 4 Monitoring Sheet.
- Lose this Level 4 Monitoring Sheet.
- Fail to report to lunch monitoring each day.

Repeated failure to meet Level 4 requirements may lead to suspension.

How do I get off this level?

- Consistently receive A's in all target areas during 10 days on this Level 4 Monitoring.
- Meet all the responsibilities of Level 4 Monitoring Process as outlined above.
- Consistently behave in a safe, respectful and responsible manner.

Level 4 monitoring



This program is designed to help you and your teachers work together to improve your behaviour.

Student: _____

Year/Class: _____

Start date of Level placement: _____

Start date of monitoring sheet: _____

Target areas for improvement:

A: I will co-operate with my teachers and fellow students

B: _____

C: _____

Student progress towards meeting expectations

U: Unsatisfactory - inconsistent or non-compliance with target area

W: Working towards - improvement in compliance with target area

A: Achieved - consistently demonstrated compliance with target area

Week A / B	Day 1				Day 2				Day 3				Day 4				Day 5			
	A	B	C	Signature and comment	A	B	C	Signature and comment	A	B	C	Signature and comment	A	B	C	Signature and comment	A	B	C	Signature and comment
Roll call																				
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
Deputy Principal	Date:				Date:				Date:				Date:				Date:			
Parent Signature																				

Appendix 6 General monitoring sheet

General Monitoring Sheet



Student name: _____

Year: _____

Supervisor: _____

Students are required to have their teachers sign and comment on their attitude, behaviour and application **every** period.

The supervising teacher and parent/carer should sign the sheet where/when appropriate.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period	Date:	Date:	Date:	Date:	Date:
Roll Call					
1					
2					
Recess					
3					
4					
Break					
5					
6					
Lunch					
7					
8					
Supervising Executive					
Supervisor	Date:	Date:	Date:	Date:	Date:
Parent Signature					

Appendix 7 Homework monitoring sheet

Homework Monitoring Sheet



Student name: _____

Year: _____

Start: _____ Finish: _____

Student is required to have their parent/carer sign the card where appropriate.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
Book Yes/No					
2					
Book Yes/No					
3					
Book Yes/No					
4					
Book Yes/No					
5					
Book Yes/No					
6					
Book Yes/No					
7					
Book Yes/No					
8					
Book Yes/No					

Appendix 8 N Determination checklist

N Determination Checklist



Student name: _____ Year: _____

Course: _____ Teacher: _____

ACE Manual Procedural Requirements	Date Completed	Comments
Verbal warning of potential N Determination and consequences – by class teacher and or Head Teacher		
FIRST OFFICIAL WARNING Student + Parent advised in writing (NESA Letter), warning of potential N Determination and consequences (Copies of letter handed to student and posted to parents)		(Note reason for warning here)
Acknowledgement slip of warning letter signed and returned.		
Student warned verbally by Head Teacher that no improvement has been shown OR task not redeemed OR a subsequent task not completed.		
SECOND OFFICIAL WARNING Student + Parent advised in writing (NESA Letter), warning of potential N Determination and consequences. (Copies of letter handed to student and posted to parents)		(Note reason for warning here)
Acknowledgement slip of warning letter signed and returned. This letter will include a specific request for the parent to contact the school (orange slip inserted by office).		
Verbal contact from the Head Teacher is required if no response from the parent. Specific strategies agreed to by staff, parents and student (possibly including – alternative due dates, alternative tasks, tutorial sessions, detentions): <ul style="list-style-type: none"> • • • 		
NO IMPROVEMENT SHOWN Deputy Principal intervention – interview with student and parents – DP and HT to reiterate consequences. Strategies designed to ensure credential requirements are met: <ul style="list-style-type: none"> • • • 		

SUCCESS IN COMPLETION OF COURSE REQUIREMENTS Student progress (or lack thereof) at completing the course requirements of concern above. (Attach a separate page if necessary)		
FURTHER AREAS OF CONCERN AND ACTION TAKEN <i>Including Further N Letters</i> (Attach a separate page if necessary)		

ACTION BY PRINCIPAL

- Student officially notified verbally by Principal and Head Teacher that he/she will receive an N Determination in that subject. **Principal's Determination Form** outlining the decision posted to parents and a copy handed to student. Student advised of consequences and rights to an appeal and school review (NESA **Student Appeal Form** given to student)
- Principal records an N Determination via School's Online

Date Completed: _____

- At the request of the Principal, Head Teachers will supply the student with a body of work **equivalent to** the minimum amount acceptable for satisfactory completion of the course. The Principal will advise the student of the due date for submission of that work.

Date Issued _____ **Date Due** _____ **Date Submitted** _____

- Acknowledgement slip of **Principal's Determination Form** signed by parents and returned.

Date Received _____

- If NO APPEAL then no further action. N Determination stands. All documentation filed.
- If appeal made and is UPHeld by the Principal/Review Committee then – student advised + Principal requests NESA to remove N Determination. **Date Completed** _____
- If appeal is made and DECLINED by the Principal/Review Committee, then student advised and requested to sign the **School Review – Principal's Report Form**. This form gives the student the option to take no further action OR to seek a further review by NESA.

Date Completed _____

- If a student appeals to NESA, a specific set of documents are provided to NESA by the Principal. (See ACE Manual)

Appendix 9 Senior Learning Agreement

Senior Learning Agreement



To be signed and returned before enrolment in senior classes can be confirmed.

I _____ (student name) have read the Senior Learning Agreement which outlines the rights and responsibilities of senior students at Mudgee High School.

I understand that now that I have completed Year 10 there are other options available to me in addition to enrolment in Year 11.

I am committed to complying with the requirements of the Senior Learning Agreement and accept that the Principal can review my enrolment at Mudgee High School at any time.

I realise that as a senior student a great deal will be expected of me and so it will be important for me to set high goals for myself if I am to achieve my best.

I agree to meet the student responsibilities to the best of my abilities.

Student Name: _____

Student Signature: _____

Parent:

I have read and agree to the conditions of my son/daughter's enrolment in Year 11 at Mudgee High School.

Parent Name: _____

Parent Signature: _____

Appendix 10 Bullying/Harassment Report

Bullying/Harassment Report



Name of the person completing this form: _____

Name of the person being bullied: _____

What type of incident do you wish to report? (*Tick the appropriate box*)

☐ **Verbal:** e.g. Name calling, causing embarrassment ☐ **Isolation:** e.g. Exclusion from your “bay”

☐ **Physical:** e.g. Pushing, hitting, threatening etc. ☐ **Cyber Bullying:** e.g. Internet, social media

☐ **Other**

How often has it happened? (Circle) Once Several Times Every Week Every Day

Where did it happen? (Circle) Classroom Playground Emails SMS
Other – please explain: _____

Describe what happened and name those involved:

Have you talked to anyone about this? If so, who?

If you have been bullied/harassed please nominate a teacher you would like to talk to: _____

You have taken a positive step towards solving the problem by completing this form.

A staff member will contact you soon.



Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.





My child won't go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

Further information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

Please visit the Department of Education's *Policy library*

The school leaving age:

Please visit the Department of Education's *Wellbeing and Learning* website

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

www.dec.nsw.gov.au

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